

Kids City at Tooting Primary School

Tooting Primary School, Franciscan Road, London, SW17 8HE

Inspection date	07/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good as practitioners promote children's learning by planning a variety of exciting, fun-filled activities that extend their learning while they play. As a result, children are making good progress in their learning.
- The management of children's behaviour and self-esteem is a key strength in the setting as staff support children in making informed decisions. Children consider the impact of their actions on others and learn to negotiate and compromise.
- The key-person system is effective and children form close attachments to their key person. This helps all children to feel secure, help build their confidence and support their emotional well-being.
- Partnerships with parents and the host school are extremely positive. This helps to support children's care and learning needs continuously.
- An effective management system, such as regular supervision and training, enhances staff performance, which benefits children.

It is not yet outstanding because

- Adult-led activities do not always engage the interests of all the children. As a result, some children quickly become bored.

- The self-evaluation process does not include the views of all staff, children or parents to improve further the quality of provision.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager and children at appropriate times during the inspection.
The inspector looked at a range of documents, including risk assessments, staff files, policies and procedures, self-evaluation records and children's assessment records.
- During the inspection, the inspector spoke to parents and took into account written views of the setting.
- The inspector observed activities the children were involved with in the main playroom.

Inspector

Mauvene Burke

Full report

Information about the setting

Kids City at Tooting Primary School registered in 2013. It is part of a large chain of out-of-school and holiday schemes run by the Trojan's Scheme in South London. It operates from a school classroom and the school hall. In addition, the children use the school playground for outdoor play. The scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The scheme operates Monday to Friday with sessions from 8am until 9am and 3.15pm until 6pm during term time, and from 8am to 6pm during school holidays. There are currently eight children on roll; all are in the early years age range. A team of two staff work with the children, both hold suitable qualifications at level 3.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure that planned group activities meet the needs of all the children so all children can be deeply involved and do not become bored
- strengthen the self-evaluation process to further identify areas for development by engaging staff, parents and children in this process.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff clearly recognise that children learn through play and as a result, children thoroughly enjoy their time in the setting often not wanting to leave when their parent comes to collect them. Staff have a secure understanding of the Early Years Foundation Stage learning and development requirements and ensure children's time at the setting is enjoyable. The club provides an environment that promotes the seven areas of learning. Staff make accurate and clear assessments of children and identify appropriate next steps in their learning. Consequently, children are making good progress towards the learning early goals.

Children's communication skills are good because their key person and other staff within the setting spend time talking to them. The staff ask open-ended questions and encourage children to think about and comment on what they are doing as they play. This helps the children to become confident speakers and they show a willingness to communicate. Children show good levels of confidence and self-esteem as they laugh and giggle with their peers and the adults caring for them. They make choices about what they want to do during child-initiated play times. However, at times during adult-led activities

some children become bored, restless and loose interest because the activity goes on for far too long. For example, when staff ask children to talk about a book they have read.

Children are aware of numbers in the environment as they identify the date during the registration activity. Mathematics is a key focus within the school, and the club staffwork in partnership by introducing mathematical concepts in the setting during children's play, making it enjoyable. For example, when they engage with children during role play being shopkeepers and shoppers. Children's physical skills are developing well because they have ample space to run around in the fresh air on the school playground. They play ball games in small and large groups and use a range of resources to extend their physical development. One of the highlights of the day for children is when they use their scrapbooks. Children use these books as they see fit, and are proud to show what they have done. This provides opportunities for children to write, draw, and record their art and creative work such as the puppets they made. Children demonstrate they are active learners as they are able to concentrate for long periods of time as they engage in their chosen task.

Children's parents complete a form on admission to the club, these record children's personal details together with their likes and dislikes. Staff ask parents to record any areas their child may need help with. This, along with verbal discussion with parents, helps practitioners identify where children are in their development. Staff share and discuss children's assessment folders regularly with parents. This keeps them informed of their child's progress and informs them of the sort of things their child is doing and how they can support their child's learning at home. Parents enjoy looking in the club's photograph folder, which shows children participating in activities. On collection of their children, parents often get involved in activities such as puppet making and imaginative play. This also helps parents to understand how staff deliver the Early Years Foundation Stage in the club.

The contribution of the early years provision to the well-being of children

Children forge trusting and caring relationships with their key person, promoting a sense of emotional security. The key-person system supports engagement with all parents and helps children to develop a sense of trust in staff. As a result, children establish warm and relaxed relationships with the adults. Through successful partnership with parents, staff are able to meet children's learning and welfare needs.

Children's health and well-being is a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Access to a good-size outdoor play area provides a balanced and broad range of opportunities for promoting children's manipulation and motor skills. Teatime is a very social occasion and provides an opportunity for children to practise personal hygiene routines as they wash their hands before eating. Staff provide nutritious and balanced snacks for the children, which consists of a range of healthy sandwich fillers, fruits and raw vegetables. Staff promote children's independence skills well, particularly during snack times. For example, staff nominate children to prepare the table for snacks and children prepare their own sandwiches and

drink.

Staff place relevant priority on children's safety. For example, daily risk assessment checks in the club help identify potential hazards and staff safely discard broken equipment. On the day the inspection took place, the club had been moved to a new room within the school. The manager took appropriate action by identifying possible hazards in order to minimise the risk to children to ensure their continued safety. Good procedures are in place to maintain the security of the premises. Staff teach children about staying safe through club routines. For example, they regularly practise the evacuation procedure to ensure that children know what to do in the event of an emergency. This helps to keep children safe. Staff hold first-aid qualifications and manage minor accidents and injuries efficiently. Staff complete accurate records to ensure that parents are fully informed of any such incidents.

Staff are good role models and positively reinforce the rules and boundaries, ensuring a consistent approach. As a result, children are aware of boundaries and the high expectations that staff have of them. Staff encourage and support children in finding solutions to any problems and conflicts that may arise during the session. This helps children to gain confidence in themselves as problem-solvers and build skills for the future. Children are learning to respect each other and are making decisions as to who they think deserves an extra treat at the end of each term. The club strengthens children's understanding that they have of their own cultures and faiths, and those of others in their community. For example, staff encourage children to share and celebrate a range of practices and special events, such as Christmas, Chinese New Year, Diwali and Ramadan. This helps children to develop a sense of belonging and strong self-image. There is a sufficient range of resources in the club that reflect diversity. These include books and small-world figures and help children to respect and value all individuals within our society.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the club are highly supportive in ensuring that practitioners have every opportunity to extend their training and so develop their skills. All of the mandatory training is arranged in a timely manner, so that staff are aware of any changes and updates to legislation and procedures. Practitioners have the required qualifications and management are very aware of the need to monitor and mentor staff to ensure that their skills benefit the children. This commitment is reflected in the skills and competencies of the staff team, who deliver the Early Years Foundation Stage effectively and plan for individual children to maximise their progress. The manager of the setting demonstrates a secure understanding of her role and responsibility in safeguarding children. As a result, staff implement policies and procedures effectively within the setting.

Staff have a clear understanding of the learning and development requirements and how children learn. The manager cascades information successfully to the staff team. As a result, children make good progress in their learning. The manager regularly checks each

child's assessment folder to ensure children are making the required progress. The manager has implemented a system of self-evaluation, identifying strengths and weaknesses, including an appropriate action plan in place to drive forward improvements. However, the manager completes this by herself and does not involve staff, parents and children in this process.

Strong partnerships with parents are a key strength of this setting. Parents express deep appreciation for the way in which staff care for their children. They speak highly of the club stating that their children speak, 'Non-stop' about Kids City and how when they come to collect their children, their child is, 'Never' ready to go home. Newsletters, reviews and daily chats keep parents informed about what their child is doing in the club and staff invite parents to make written comments about their child's learning. The setting's strong association with the school allows them to seek advice and ensure children get the support they need. The close links with school staff enables a good two-way flow of information. This ensures continuity of care and learning for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY468438
Local authority	Wandsworth
Inspection number	948978
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	30
Number of children on roll	8
Name of provider	Trojans Scheme
Date of previous inspection	not applicable
Telephone number	02086785964

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

